

State of implementation and perceptions of teachers on French language teaching differentiated pedagogy in the rural district of Komki-Ipala.

Fernand OUEDRAOGO¹, Lydia ROUAMBA², Anicet Pascal GNAOUANA³

Abstract

This article aims to take stock of pedagogical differentiation in the teaching of French and to collect the perceptions of teachers of that course subject in post-primary schools in the rural district of Komki-Ipala. In order to achieve these objectives, a qualitative research was conducted with ten (10) French teachers and two (02) French inspectors using semi-structured interviews and direct observation as techniques. The results of the analysis of the various data show that the pedagogy is little differentiated in the teaching of French in the post-primary schools of the rural district of Komki-Ipala, because few teachers have been trained in its practice. Nevertheless, the study reveals that teachers perceive the merits of differentiated teaching. They think that if they were trained in its practice, they could contribute effectively to the academic success of students. All of the respondents (teachers and inspectors) made suggestions for taking account of differentiated pedagogy at the level of initial and continuing training.

Keywords: Burkina Faso, Differentiated pedagogy, post-primary schools, teachers' perception

Résumé

Cet article a pour objectifs de faire l'état des lieux de la différenciation pédagogique dans l'enseignement du français et de recueillir les perceptions des enseignants de ladite discipline dans les établissements post-primaires de la commune rurale de Komki-Ipala. Afin d'atteindre ces objectifs, une recherche qualitative a été menée auprès de dix (10) enseignants de français et deux (02) inspecteurs de français avec comme techniques, l'entretien semi-directif et l'observation directe. Les résultats d'analyse des différentes données montrent que la pédagogie est peu différenciée dans l'enseignement du français dans les établissements post-primaires de la commune rurale de Komki-Ipala, car peu d'enseignants ont été formés à sa pratique. Néanmoins, l'étude révèle que les enseignants perçoivent le bien-fondé de la pédagogie différenciée. Ils pensent que si on les formait à sa pratique, ils pourraient contribuer efficacement à la réussite scolaire des élèves. L'ensemble des enquêtés (enseignants et inspecteurs) ont fait des suggestions pour une prise en compte de la pédagogie différenciée au niveau de la formation initiale et continue.

Mots clés : Burkina Faso, pédagogie différenciée, établissements post-primaires, perceptions des enseignants

1 Maître assistant à l'université Joseph Ki-Zerbo, Burkina Faso

2 Chargée de recherche à INSS/CNRST Ouagadougou, Burkina Faso, inesrouamba@hotmail.com Auteur correspondant.

3 Professeur de français des lycées et collèges à Komki-Ipala, Burkina Faso

Introduction

For several years, Burkina Faso, like most African countries, has faced many educational challenges: under-schooling, school dropouts, etc., despite the many initiatives undertaken both internationally (Education For All, etc.) and nationally (Ten-Year Program for the Development of Basic Education, etc.). Indeed, the observation reveals that, in the context of facing the challenges for the achievement of universal and quality education, most of the measures implemented have focused more on the objectives of massive schooling than on seeking to improve the quality of education.

Thus, enrollment rates have experienced relatively significant growth, while schools' performance remained lackluster. It appears that pedagogical methods likely to adequately meet the specific needs of learners with learning difficulties, i.e. differentiated pedagogy taking into account the learner, his difficulties and needs have not been sufficiently developed and implemented.

Hence the interest of this research on the practice of differentiated pedagogy in the teaching of french in post-primary schools of the rural district of Komki-Ipala in Burkina Faso, which ambitions to be an alternative to face the learning difficulties of pupils . This study aims to make an inventory of the implementation of differentiated pedagogy in the teaching of french in that rural district on the one hand, and to question the french teachers on their perceptions of the implementation of this pedagogy on the other hand. The paper is structured in six (06) parts, namely: context and problem, research objectives, theoretical framework, methodology, presentation and interpretation of the results and finally, discussion of the results.

1. Context and problem

At the first world conference on Education For All (EFA), held in 1990 in Jomtien (Thailand), the States of the world committed themselves and set the objective of enrolling all children of school age before the year 2000. But faced with the multitude of educational challenges to be met and the variability of the contexts (economic, socio-cultural, etc.), the deadline quickly proved to be unrealistic, even impossible for certain countries, particularly sub-Saharan countries, to take up the challenge to the date indicated. It was then decided, during the second world conference, in 2000 in Dakar (Senegal), to postpone the deadline until the year 2015.

Seven (07) years after the 2015 deadline, i.e. in 2022, the observation reveals that universal education is still not a reality in many countries, including Burkina Faso. Indeed, in line with the EFA goals, Burkina Faso had also undertaken to increase the supply of basic education, improve the quality of education and develop the management capacities of the education system. These commitments, carried out

through the Ten-Year Basic Education Development Program (PDDEB) designed for the period 2001-2010, have enabled Burkina Faso to improve the Gross Enrollment Rate (TBS) which rose from 43, 43% in 2001-2002 to 72.4% in 2009-2010 (MENA, 2012), with an increase of 28.97%. However, although these rates are considerable, the PDDEB unfortunately came to an end in 2010 without having achieved the objectives of universal education or substantially improved the quality of education. This is why it was replaced in 2011 by the Basic Education Strategic Development Program (PDSEB). Developed for the period 2012-2021, the PDSEB aimed to achieve universal education by 2020 (MENA, 2012). But once again, the expected objectives have not been achieved and many indicators show that Burkina Faso is still, globally, one of the countries with the lowest Net Enrollment Rates, i.e. 69.9% (69.7% boys and 70.2% girls) (DGESS/MENAPLN, 2020). Also, the failure rates in the various school exams are also high, i.e. 40.66% in the Certificate of Primary Studies (C.E.P); 72.66% at *Brevet d'Etudes du Premier Cycle (B.E.P.C)*⁴ and 62.47% at the *Baccalauréat*⁵ (Burkina24, 2021; L'InfoH24, 2021).

These results show that post-primary education is the cycle with most failures. In this regard, the work of the Parliamentary Commission of Inquiry on the education system in Burkina Faso had already revealed that post-primary education was the level of education with the highest repetition rates : 22.5% in sixth grade, 22.7% in fifth grade, 23.3% in fourth grade and 35.3% in third grade; it is also the education cycle that has the highest dropout rate: 13.7% in sixth grade, 8.4% in fifth grade, 20.6% in third grade (National Assembly, 2017).

In addition, the work of the Educational Systems Analysis Program of the Conference of Ministers of Education of French-speaking States and Governments (PASEC) revealed that a good number of post-primary pupils encountered learning difficulties in almost all teaching disciplines in Burkina Faso, especially in French, mathematics and observation sciences (PASEC, 2016), Those difficulties are greater in rural areas. For example, in the post-primary schools of the rural district of Komki-Ipala, the district in which we are interested, it appears that there are only “7.44% of pupils in the 6th grade class; 34.02% of students in the 5th grade class; 38.04% of students in the 4th grade and 17.58% of students in the 3rd grade who succeed in French” (A. P. Gnaouana, 2021). Those success rates are far from being brilliant.

These statistical data (dropout, repetition, failure) raise the question of the quality of education as a backdrop and highlight the limits of the policies for increasing and massifying the educational offer which have neither allowed the achieving of universal education or improving school results. Even worse, it seems that the various policies implemented have ignored, for example, measures that aimed at strengthening the

⁴ The first cycle diploma.

⁵ End of high school diploma.

cognitive development of learners and at taking into account children with learning difficulties in certain fundamental disciplines such as French. But if such actions were implemented in educational policies, they could have promoted better adaptation and success of students in the course subject. They could have also contributed to improving the quality of education thanks to the implementation of differentiated teaching methods which are likely to respond adequately to the learning difficulties of students in the concerned course subjects. Indeed, many studies show that differentiated teaching promotes better acquisition of knowledge and success of students with particular difficulties (O. Mermet, 2015; M. Moldoveanu, Y. Da Silveira, L. Marca Vadas, & R. Pinard, 2015; N. Rousseau, 2010).

Thus, in the Burkinabè context, even if the education system recognizes differentiated pedagogy and mentions it during teacher training, the fact remains that we do not have information or the state of its implementation in post-primary schools in general and those of the rural district of Komki-Ipala in particular, nor on the perceptions that teachers have of this pedagogy, hence the interest of this research. It is therefore the lack of information on the practice of differentiated pedagogy in the teaching of French and the perceptions of teachers in post-primary schools in the rural district of Komki-Ipala that constitute the problem of this research. What is the state of play of the implementation of differentiated pedagogy in the teaching of French in post-primary schools of the rural district of Komki-Ipala and what are the perceptions of French teachers with regard to this pedagogy?

2. Research objectives

This research aims, on the one hand, to make an inventory of the pedagogical differentiation in the teaching of French in post-primary schools of the rural district of Komki-Ipala, and on the other hand, to identify the perception of teachers that pedagogy. More specifically, these are:

- describe the inventory of pedagogical differentiation in the teaching of French in post-primary schools of the rural district of Komki-Ipala.
- shed light on the french teachers' perceptions on the practice of differentiated pedagogy in post-primary schools in the rural district of Komki-Ipala.

3. Theoretical framework

a. The concepts of differentiated pedagogy and perception

Differentiated learning is based on the assumption that every learner has different needs, skills and abilities, and so, cognitively, socially, culturally and psychologically. Starting

from this postulate, the classes should be seen as heterogeneous entities, not homogeneous ones, and requiring a differentiated supervision of the learners. Seen in this way, differentiated pedagogy would then designate actions or efforts of methodological diversification aimed at responding to the diversity of students (L. Legrand, 1995). It “consists in adapting learning so that each learner is in appropriate learning situations” (O. Mermet, 2015, p. 2). This pedagogy “is therefore articulated around the learners in order to give them the best chance of success despite their differences” (O. Mermet, 2015, p. 3). This is why Legrand speaks of a “spiral progression adapted to each individual” (O. Mermet 2015, p.2). It is therefore an individualized pedagogy taking into account both the characteristics and representations of the learner as well as the training situation in order to define the most appropriate path for achieving the objectives. This requires then a more flexible learning framework, a variation of learning so that all the students in the class can achieve the same educational objectives by different means.

As for perception, etymologically, the word comes from the Latin “perceptio” which means “to perceive by the senses, by the spirit” (*Le Petit Larousse illustré*, 2001 p. 764). It is the action of grasping, of apprehending the facts by the mind. It is an active process by which sensations are organized and interpreted in such a way as to form an internal representation of the world (S. A. Rathus, 1991). It is therefore a reflection of experiences and expectations and it gives meaning to sensory stimuli (ibid.). The following section presents the theoretical framework related to this research, the theory of pedagogy mastery.

b. The pedagogy of mastery

“Mastery learning” or “pedagogy of mastery” is an educational theory developed by B. S. Bloom (1968). This theory is inspired by the school learning model of J. B. Carroll (1963) which states that the degree of learning achieved by an individual is due to the ratio between the time he devotes to learning and the time necessary for this individual to master the targeted skill (degree of learning = f time spent/time required). This means that it is possible, depending on the level of learning targeted (threshold of mastery), to promote a high degree of mastery in a greater number of students by varying the learning opportunities. Academic aptitude would then be the time required by the student to learn a given subject at a given level. In this case, intellectual aptitude is less a reflection of the ability to learn than a factor related to the time required to learn.

Thus, in accordance with the J. B. Carroll (1963) model, B. S. Bloom's "mastery pedagogy" (1968) is based on the assumption that any learner can achieve total mastery or at least a mastery of 90% of the concepts and operations taught, if the teaching is adequate, if the pupils are helped when they encounter difficulties, if they benefit from the necessary time and if they have a clear knowledge of the criteria for mastery. For B.

S. Bloom (1968), it is these variables that can explain the errors made by learners when they are not respected. Thus, the combined action of two or three of these variables can contribute more to learning than each of them taken in isolation.

The work of B. S. Bloom (1968) thus reveals that more than 70% of students subjected to a pedagogy of mastery reach a level of performance that only 20% of students in traditional classes manage to reach. For him, there are therefore no good or bad students, but rather students who learn more quickly or more slowly than the others. However, although he does not deny the existence of inequalities in initial skills between individuals, the author nevertheless refuses to believe that these initial differences can inevitably determine the levels of competence that individuals can achieve. For him, equality of learning is possible: it is a question of the quality of education. The degree of learning therefore depends on the time given to learn and varies from one individual to another. B. S. Bloom (1968) thus admits that the aptitude would contribute to the degree of learning, by determining the time required to learn, and not the attainable degree of learning.

In a practical way, this pedagogy proceeds by teaching divided into a sequence of units with carefully defined and tested objectives. The course of each teaching unit is divided into three distinct stages: teaching, formative assessment and remediation (correction). At the end of each sequence, the results are evaluated through a summative test. If the remedial measures have been beneficial, the percentage of students likely to reach the mastery criteria set by the summative test should be higher. If difficulties still persist in students, the previous steps should be repeated until they are well mastered by them. Moreover, even learners who have reached the threshold of mastery can still reinforce their learning by collaborating in the corrective activities (remediation) of other students or by participating in complementary enrichment activities. These corrective feedbacks thus make it possible to provide students with the cognitive and affective prerequisites necessary for each new learning task. In summary, it is a pedagogy that aims to offer additional learning opportunities to students who have not met the requirements corresponding to the mastery threshold by taking into account their particularities and needs (R. Landry & J. F. Richard, 2002) which promotes better learning.

In this pedagogy, the school performances thus achieved by the learners take a curve in the shape of a "J" indicating that a majority of the learners manage to reach the criterion of mastery, whereas in traditional teaching this curve is in the form of a bell. (Gaussian curve) meaning that a small proportion of learners reaches a high level of mastery. Hence the famous displacement of the Gaussian curve (normal distribution) towards a "J" curve testifying to a higher level of learning in mastery pedagogy (M. Huberman, 1988). Studies show that, thanks to the pedagogy of mastery, 4/5th of the students would reach a level of performance that only 1/5th of the students would reach during a traditional education (cf. figure 1).

If the pedagogy of mastery obtains such results, it is because it would associate a differentiated pedagogy thus making it possible to devote additional time to the slowest pupils and to bring them the help they need in order to achieve the same level of knowledge as others.

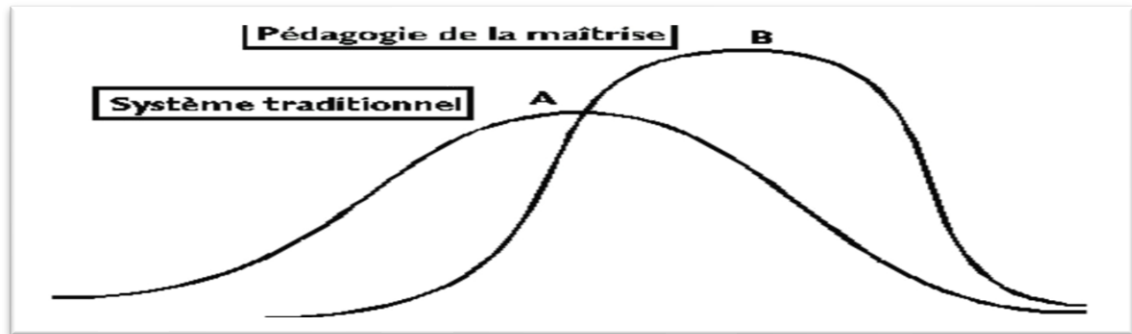


Figure 1: distribution of school performance according to a normal curve (A) and a negative asymmetrical curve (B)⁶.

On this basis, the pedagogy of mastery is tied to the differentiated pedagogy whose objective *"is to take into account individual differences to adapt a diversity of pedagogical situations in order to allow each student the best success in his learning."* (R. Legendre, 2005, p. 1021). Differentiated learning considers that in a given class, all students are not identical (homogeneous) and have different abilities, talents and learning styles. This is also the foundation of modern pedagogies for which knowledge is the product of the student's activity and thus places him at the center of educational concerns. The teacher becomes a guide, the responsible for transmitting knowledge by adapting his practices to the realities of the students who become centers of interest (G. Mialaret, 2003).

As part of this research, we have retained the theory of "mastery pedagogy", because it is not only related to our research objectives, but also because it is one of the pedagogies that can make differentiated pedagogy possible (P. Perrenoud, 1992, p. 50).

4. Methodology

a. Participants' characteristics

In this research, there are two (02) categories of participants: teachers and educational supervisors (inspectors). The ten (10) male teachers are participants. They are distributed as follows: two (02) certified high school and college teachers (recruited

⁶ Note : pédagogie de la maîtrise = mastery pedagogy and système traditionnel = traditional system.

with the *Licence*⁷ degree), three (03) certified college teachers (recruited with the diploma of general university study-*DEUG*), one (01) high school teacher (recruited on new measures) and four (04) temporary teachers, including two (02) head primary school teachers (teacher with the *Licence* level) and two (02) students (one teaches with the *Licence degree* and the other is in second year of university). Their seniority ranges from two (02) years (the youngest) to twenty-two (22) years (the oldest). The educational supervisors who participated are two (02) and male. They were French language inspectors with nine (09) years of seniority as a supervisor in french, including six (06) years as inspectors. They are all assigned to the Regional Directorate for Post-Primary and Secondary Education in the Center region (*DREPS-Centre*). The choice of our participants was made on the basis of a reasoned choice.

The schools selection criteria were of three orders. First of all, there are the schools selected on the basis of the post-primary component. Thus, with regard to the eight (08) schools listed in the district, we have selected a public high school, a private high school and a public general education college (*CEG*). This reasoned choice was made taking into account the size of these schools in terms of staff (they are respectively the largest public high school, the largest private high school and the largest public *CEG* in the district), but also because the school results are not always brilliant in these schools and finally, because there are all categories of teachers (certified high school and college teachers, general education college teachers, high school teachers and temporary workers). As far as the two public and private high schools are concerned, we are only interested in the post-primary level, namely from the sixth to the third grade. The selected schools three are the following: the Departmental High School of Komki-Ipala (*LDKI*), the Private High School *La Grâce de Nabélin* and the *CEG* of Tintilou. In addition, it should be noted that our field of study and our research objectives unfortunately did not allow us to have women in our sample.

b. Collection and measurement instruments

The instruments consisted of an observation grid and an interview guide. The observation grid included taking into account three (03) phases: before learning, during learning and after learning and aimed to identify the effectiveness of the implementation of differentiated learning. The main items of these three (03) phases were as follows: the part "before learning" composed of the diagnostic evaluation, and the explanatory interview; the "during learning" phase comprising the different forms of differentiation which are the differentiation of content, the differentiation of processes, the differentiation of productions and the differentiation of structures. Finally, the "after learning" phase is mainly composed of remediation. Each of the items is made up of

⁷ Bachelor's degree.

sub-items ranging from one to seven; thus giving a total of twenty-six (26) sub-items which are among others: the identification of student achievements, the determination of the assistance to be provided, the proposal for the same task of various texts, the management of remediation with students in difficulty, etc.

The interview guide for teachers included twelve (12) questions grouped into six (06) themes, namely the state of knowledge on differentiated pedagogy, initiation to the practice of differentiated pedagogy, teaching /learning practices in the classroom, the perceptions of French teachers, the difficulties encountered in the implementation of differentiated pedagogy, suggestions for an effective implementation of differentiated teaching. As for the guide intended for inspectors, it included seven (07) questions grouped into four themes, namely the state of knowledge on differentiated pedagogy, the observation of the implementation of differentiated pedagogy in post-primary schools, the perceptions on the practice of differentiated learning, and suggestions for an effective implementation of differentiated pedagogy in post-primary schools.

C- Data collection process

Before data collection, letters briefly presenting the objectives of the research and indicating the wish to conduct class observations and individual interviews with the teachers were sent to the various heads of schools concerned by the research. It was after obtaining the agreement of all the actors involved (administration, teachers, supervisors, students, parents) that the observations and interviews began.

Thus, before the start of the lesson, the researcher placed himself at the back of the class in order to maintain a certain discretion and note any practices or behaviors recorded in the observation grid, described above, highlighting or not highlighting the existence of pedagogical differentiation devices for the teacher during the course. The observation was done over one hour course. The individual interviews took place at the end of the class observations and lasted a maximum of thirty (30) minutes and focused on the themes described above in the interview guide.

5. Presentation and interpretation of results

The results are presented according to the two research objectives.

5.1. State of pedagogical differentiation: results of observations

The observations before the learning focused on the diagnostic evaluation and the explanatory interview. As part of the pedagogy of mastery, these aim to test the previous knowledge of the student and to explain to him the objectives and expectations of the course. Thus, the results of the observations revealed that out of the ten (10)

teachers surveyed, only one (01) (10%) was observed applying one of the two sub-items of the diagnostic evaluation and five (05) teachers (50%) observed applying the only sub-item of the explanatory interview. These results show that few teachers in our sample assess the prerequisites of the students. Also, only half of them hold interviews with the students in order to facilitate the learning of the concepts to be taught. This contrasts with B. S. Bloom's theory (1968), which gives a place of choice to the assessment of prerequisites to detect difficulties in order to better correct them.

Observations during learning show that there are three (03) teachers (30%) who were observed carrying out one of the five sub-items of content differentiation and ten (10) teachers (100%) observed practicing three of the five process differentiation sub-items, but no teachers (0%) were observed practicing either the three production differentiation sub-items or the six sub-items structural differentiation. This non-observation of the practice of the last two forms of differentiation could reflect a lack of knowledge or a lack of mastery of their implementation process by teachers.

Observations after learning related to remediation showed that out of a set of ten (10) teachers, only one (10%) was observed applying one of the three sub-items of remediation. It therefore seems to be little practiced, even if it remains an imperative for mastery of learning and favors an increase in the percentage of learners acquiring mastery (B. S. Bloom, 1968).

Thus, out of a total of twenty-five (25) sub-items relating to pedagogical differentiation, seven (07) were observed in the classroom practices of some teachers in our sample. In view of these results, it appears that the differentiated pedagogy is not regularly, methodologically and formally practiced by the ten (10) French teachers of the rural district of Komki-Ipala.

5.2. State of pedagogical differentiation: results of the interviews

The results of the interviews revealed that out of the ten (10) teachers interviewed, eight (08) (80%) have heard of and know the advantages of differentiated pedagogy and define it as: "a teaching method that takes into account the differences between students and aims to enable a large number of them to assimilate the lessons in class", compared to only two (02) (20%) who are unaware of it. But, when it came to describing the stages of the implementation of this pedagogy, only one (01) teacher out of the eight (08) gave a satisfactory answer: "the implementation of differentiated pedagogy is done before, during and after learning. Also, among these eight (08) teachers, only two (02) (25%) claimed to have been initiated (trained) in this practice and maintained that they implement it daily. The six (06) (75%) others say they find it difficult to do so, since they do not know its structure. The differentiated pedagogy is therefore practiced by the two (02) teachers who have been actually trained in the practice.

The results of the interviews with the inspectors revealed that they have a good knowledge of differentiated teaching. For them, it: "is part of the new pedagogy which postulates that all learners are not the same, each at their own pace of learning, their social and cultural realities and aims to specify and personalize the pace of learning". It is also: "a pedagogical approach which takes into account the differences at the level of the pupils so that each one learns at his own pace, according to his aptitudes, abilities and means". The supervisors also maintained that they gave a very good place to this pedagogy and that during their visits to the classes, they did not fail to remind the teachers to take into account the different profiles of pupils and to individualize the approaches when a student is having difficulty. However, they noted that its implementation is not brilliant because it is not mastered by the majority of teachers, because "it is the initial training that did not prepare them for this". One of the supervisors even confided that there was teacher training in the years 2007-2008 on differentiated teaching, but that this training was not subsequently extended to all teachers in the country. Also, the problem of overcrowding in classes was highlighted by the inspectors. These reasons would explain why the respondents, in their majority, do not master or practice differentiated learning. They would therefore not have been trained either during initial training or during continuing training. Ultimately, these results, in connection with our first research objective, made it possible to establish the following inventory: only a few aspects of pedagogical differentiation were taken into account by certain French teachers in post-primary schools of the rural district of Komki-Ipala.

5.3. Perceptions of teachers and inspectors on pedagogical differentiation

The results of the interviews on the perception of the teachers show that the eight (08) teachers who declared knowing the differentiated pedagogy have all a positive perception on the pedagogy and perceive its merits, despite the fact that they have not been trained in its implementation. It is with this conviction that some teachers "try it out with their own". Some answers reveal that teachers do not reject differentiated pedagogy, but the real handicap is the lack of mastery of its practice. It then emerges that teachers recognize the merits of differentiated teaching by arguing that it can promote the academic success of students if its practice is well mastered by teachers.

The two (02) teachers who say they implement differentiated pedagogy in their teaching practice mentioned as difficulties the lack of adequate training in the practice of this pedagogy, all of which handicaps its implementation. The issue of teaching time and overstaffing were also highlighted.

As for inspectors, the data collected also highlight, as it was with teachers, that they have positive perceptions of differentiated learning, because they support its promotion

and application. But for them, the current educational policies would not favor it because of the time and the plethoric number of learners in the classrooms.

These results have shown that French teachers, like inspectors, have positive perceptions of the merits of differentiated learning. Indeed, even in spite of the fact that these teachers did not receive training in the matter, some implemented aspects of the said practice without knowing it and others tried to implement it, attitudes which indicate a good perception. The same is true about the perception of the two (02) teachers and supervisors who declared that they implement differentiated pedagogy. Indeed, they reported that although encountering difficulties in its implementation, they have never given up and say they always find the means to overcome them.

These different answers in connection with our second research objective, namely "to collect the perceptions of French teachers on the practice of differentiated pedagogy in post-primary schools in the rural district of Komki-Ipala" revealed that they have a positive perception of differentiated pedagogy.

6. Discussion of results

This research revealed that the pedagogy implemented by French teachers in post-primary schools in the rural district of Komki-Ipala was not very differentiated. This means that they did not adapt their pedagogies according to the individual knowledge and capacities of each learner. Indeed, out of the ten (10) teachers in our sample, eight (08) have heard of and know the advantages of differentiated learning, including two (02) who implement it in their teaching. French teachers do not seem to favor differentiated teaching in their practices. These results are corroborated by other research such as that of the National Center for the Study of School Systems -CNESCO- (CNESCO, 2017) which also revealed that the teachers of French at the College did not differentiate their pedagogy very much. This study also showed that only a few teachers in the Middle Years (CM1) course participate more than once in in-service training related to the individual needs of the pupils (CNESCO op. cit.), the Lack of training would also be one of the causes of this weak pedagogical differentiation observed. Research by L. Beuchat (2015) has also shown that the inadequacy of basic training, the overstaffing, the gap between theoretical training and practice in the field are factors that prevent the implementation of differentiated pedagogy. Thus, as L. Beuchat (2015, p.31) points out: "between the pedagogical ideal, the theoretical concept and the practical application, there is inevitably a gap". All of this research has shown that the non-implementation of differentiated learning in schools is more closely linked to the lack of training.

With regard to teachers' perceptions of pedagogical differentiation in the teaching of French in post-primary schools, the results of our study showed that the teachers

questioned perceive the merits of differentiated pedagogy even without having been trained to its practice and are in line with the advantages described by B. S. Bloom (1968) even if its practice encounters difficulties (M. Moldoveanu, N. Grenier, & C. Steichen, 2016) linked in particular to: too many pupils, multiplicity of pupils' difficulties, the heaviness of the programs, the lack of training, the lack of information on the subject, the lack of material means, the lack of time to prepare the differentiation devices, the salary conditions, the lack of autonomy of some students and lack of motivation to practice differentiated instruction. Ultimately, perceptions are mainly oriented towards the difficulties encountered due to the lack of initial and continuing training.

Suggestions were made by both teachers and inspectors in favor of teachers' training in the practice of differentiated teaching.

Conclusion

The objective of this qualitative study was, on the one hand, to take stock of the pedagogical differentiation in the teaching of French in post-primary schools in the rural district of Komki-Ipala, and on the other hand, to identify the perception of teachers on the said pedagogy. More specifically, it involved: "taking note of the pedagogical differentiation in the teaching of French in post-primary schools in the rural district of Komki-Ipala" and "collecting the perceptions of French teachers, on the practice of differentiated pedagogy in post-primary schools of the rural district of Komki-Ipala". The observations and interviews showed that the pedagogy is not very differentiated in the teaching of French in the post-primary schools of the rural district of Komki-Ipala. This weakness or absence of differentiation is linked to the lack of training of French teachers on differentiated pedagogy, despite the positive perceptions of teachers and inspectors on the merits of this pedagogy.

Bibliographic references

- ASSEMBLÉE NATIONALE, 2017, *Commission d'enquête parlementaire sur le système d'enseignement au Burkina Faso : rapport de synthèse*. Retrieved from Ouagadougou: https://www.assembleenationale.bf/IMG/pdf/rapport_de_synthese_final.pdf
- BEUCHAT Léa, 2015, *La pédagogie différenciée: le point de vue d'enseignants partagés entre conviction et interrogation*. Haute école pédagogique BEJUNE,
- BLOOM Benjamin S, 1968, Learning for Mastery. Instruction and Curriculum. Regional Education Laboratory for the Carolinas and Virginia, Topical Papers and Reprints, Number 1. *Evaluation comment*, 1(2), n2.

- BURKINA24, 2021, CEP et BEPC session 2021 au Burkina Faso : Les taux de réussite en baisse. Retrieved from <https://burkina24.com/2021/07/07/cep-et-bepc-session-2021-au-burkina-faso-les-taux-de-reussite-en-baisse/>
- CARROLL John B, 1963, A model of school learning. *Teachers College Record*, 64(8), 1-9.
- DGESS/MENAPLN, 2020, Annuaire statistique de l'enseignement primaire 2019/2020. Retrieved from <https://reliefweb.int/sites/reliefweb.int/files/resources/Burkina%20Faso%20-%20Annuaire%20statistique%20de%20l%E2%80%99enseignement%20primaire%202019-2020.pdf>
- GNAOUANA Anicet Pascal, 2021, *Pédagogie différenciée dans l'enseignement du français dans les établissements post- primaires de la district rurale de Komki-Ipala : état de mise en œuvre et perceptions des enseignants*. (Master II Mémoire de Master II). Université du Faso, Ouagadougou.
- HUBERMAN Michael, 1988, Maîtriser les processus d'apprentissage. Fondements et perspectives de la pédagogie de maîtrise. In: Paris, Delachaux & Niestlé.
- L'INFOH24, 2021, Baccalauréat 2021 : Le point de la session à travers les tableaux statistiques.
- LANDRY Rodrigue, et RICHARD, Jean-François, 2002, La pédagogie de la maîtrise des apprentissages: une invitation au dépassement de soi. *Éducation et francophonie*, 30(2), 158-187.
- LAROUSSE Pierre, 2001, Le Petit Larousse Illustré 2001. In: Larousse.
- LEGENDRE Renald, 2005, Dictionnaire actuel de l'éducation (3 ed.). Montréal (Québec): Guérin.
- LEGRAND Louis, 1995, *Les différenciations de la pédagogie*: Presses universitaires de France.
- MENA, 2012, Programme de développement stratégique de l'éducation de base (PDSEB) 2012-2021. Retrieved from <http://www.preventionweb.net/files/PDSEB%20VF%20PARAPHE.pdf>
- MERMET Océane, 2015, La pédagogie différenciée: quel impact sur la réussite d'un élève?
- MIALARET Gaston, 2003, *Psychologie de l'éducation*. Paris cedex 14: Presses Universitaires de France.

- MOLDOVEANU Mirela et al., 2015, Différenciation pédagogique et réussite scolaire d'élèves autochtones et de milieux défavorisés. *Repéré à http://www.frqsc.gouv.qc.ca/documents/11326/552404/PRS_MoldoveanuM_rapport_%C3%A91%C3%A8ves-autochtones.pdf/7ad5014b-b3ce-4562-9500-e955721eccd5*• *Formation et profession*, 28(1), 2020.
- MOLDOVEANU Mirela. et al., 2016, La différenciation pédagogique: représentations et pratiques rapportées d'enseignantes du primaire. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 51(2), 745-769.
- PASEC, 2016, *PASEC2014 - Performances du système éducatif burkinabè : Compétences et facteurs de réussite au primaire*. . Retrieved from PASEC, CONFEMEN, Dakar.: https://www.pasec.confemen.org/wp-content/uploads/2016/09/PASEC2014_BF.pdf
- PERRENOUD Philippe, 1992, Différenciation de l'enseignement: résistances, deuils et paradoxes. *Cahiers pédagogiques*, 306, 49-55.
- RATHUS, Spencer A, 1991, *Psychologie générale* (2eme ed.). Montréal: Études Vivantes.
- ROUSSEAU Nadia, 2010, *La pédagogie de l'inclusion scolaire : pistes d'action pour apprendre tous ensemble* (2 ed.). Québec: Presses de l'Université du Québec.

